

Geography

Scope and sequence

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Geography: Scope and sequence of content

Place and change

Course	pp. 11–12	pp. 13–14	pp. 15–17	pp. 18–20	pp. 21–23	pp. 24–26
Content organiser	Unit 1AGEO Geography of Environments at Risk	Unit 1BGEO Geography of People and Places	Unit 2AGEO Geography of Natural Hazards and Impact Minimisation	Unit 2BGEO Geography of Sustainable Resource Use	Unit 3AGEO Geography of Planning Cities	Unit 3BGEO Geography of Climate Change
Location and spatial distribution	<ul style="list-style-type: none"> describe the location and distribution of the environment, biome or ecosystem. 	<ul style="list-style-type: none"> describe the location of, and spatial variation within, the region describe the characteristics of the natural environment of your region. Include the: <ul style="list-style-type: none"> topography weather and climatic characteristics vegetation patterns soil characteristics describe the characteristics of the cultural environment of your region. Include the: <ul style="list-style-type: none"> spatial characteristics and pattern of settlement demographic characteristics land use characteristics i.e. form, function and land use distribution. 	<p><i>For both hazards:</i></p> <ul style="list-style-type: none"> describe and account for the characteristics of your hazard case study. Refer to the: <ul style="list-style-type: none"> location, size and distribution of the hazard i.e. the aerial extent magnitude of the hazard duration of the hazard frequency and intensity of the hazard occurring within the case study area i.e. the probability of the hazard event reoccurring. 	<p><i>For the selected resource activities in Australia:</i></p> <ul style="list-style-type: none"> describe and map the location (site and situation) of both resource activities explain the physical and cultural factors affecting their location. 	<ul style="list-style-type: none"> describe and account for the site and situation of Perth describe and account for the external morphology of Perth. 	<ul style="list-style-type: none"> outline the evidence for climate change through geological time, as well as in recent human history e.g. palaeoclimatology, atmospheric circulation changes, sea level changes, enhanced greenhouse effect and frequency of extreme weather events identify and account for variations in the spatial patterns linked with the heat budget, hydrological cycle, carbon cycle and atmospheric circulation.
Spatial association	<ul style="list-style-type: none"> describe the characteristics of the following elements of the selected context/s: <ul style="list-style-type: none"> climate e.g. temperature and rainfall soils and landforms e.g. soil structure and topography flora and fauna e.g. dominant species and community structure describe the associated cultural landscape i.e. describe the cultural patterns and processes e.g. bauxite mining within the jarrah forest context. 	<ul style="list-style-type: none"> examine the association between natural attributes of the environment e.g. climate, soil type, vegetation, topography examine the association between the cultural attributes of the environment e.g. topography and settlement, climate and agriculture, soils and agriculture, topography and transport. 	<ul style="list-style-type: none"> explain how the location and distribution pattern of your hazard case study compares with the distribution pattern of: <p><i>For the geomorphic hazard:</i></p> <ul style="list-style-type: none"> plate boundaries e.g. distribution of earthquakes other related geomorphic hazards e.g. earthquakes associated with volcanoes. <p><i>For the atmospheric hazard:</i></p> <ul style="list-style-type: none"> climatic regions e.g. tropical cyclones and tropical climates other related atmospheric hazards e.g. storms and floods. 	<ul style="list-style-type: none"> describe the associated natural environment i.e. soils, vegetation, climate describe the associated cultural environment associated with both resource activities e.g. bauxite and its associated refinery and transport network. 	<ul style="list-style-type: none"> describe and account for the internal morphology of Perth and the association and connection between functions with reference to factors, processes and models e.g. site, situation, cultural attitudes, land value, planning and multiple nuclei models outline demographic patterns within Perth—age, gender, socioeconomic, cultural distributions and factors contributing to associations. 	<ul style="list-style-type: none"> account for climatic cycles and variations in spatial patterns associated with natural processes e.g. solar output, orbit variations, geological patterns and processes, volcanoes, atmospheric gases and chemistry, El Nino and La Nina effects, Pacific decadal cycle, North Atlantic variations, polar ice variations explain how the following cultural patterns and processes and their interaction with natural systems affect climate change i.e. agricultural land

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			<p><i>For both hazards:</i></p> <ul style="list-style-type: none"> describe the natural and cultural human environments affected by the hazard discuss the importance of the region/area affected by the hazard in environmental, social, political and economic terms e.g. the flow of tourism. 			<p>use, urban land use, including power generation, transport, industry, pollutants and aerosols, human sources of greenhouse gases.</p>
Spatial interaction	<ul style="list-style-type: none"> describe the interaction between the flora and fauna of the selected context/s. Include the following ecosystem concepts: <ul style="list-style-type: none"> biodiversity food chains and webs biomass trophic levels pyramid of numbers pyramid of energy flows of matter and energy describe the interrelationships between biotic elements and abiotic elements of the selected context/s e.g. xerophytic adaptations of plants to drought conditions describe how human activity and land use impact upon patterns and processes. 	<ul style="list-style-type: none"> account for the characteristics of the natural environment of your region. Include the: <ul style="list-style-type: none"> variations in the topography factors that characterise the regional weather and climate factors affecting the vegetation patterns characteristics and patterns of soil distribution account for the characteristics and associations of the cultural environment of your region. Include the: <ul style="list-style-type: none"> variations in the land use variations in settlement and population distribution variations in transport systems and flows of people and services demographic characteristics of population discuss the changing patterns of the natural environment over time e.g. changes in soil fertility, climatic variations, changes in 	<p><i>For the geomorphic hazard:</i></p> <ul style="list-style-type: none"> apply the theory of plate tectonics to account for the origin and spread of the geomorphic hazard: e.g. tsunamis. <p><i>For the atmospheric hazard:</i></p> <ul style="list-style-type: none"> apply weather and climatic pattern models to account for the origin and spread of the atmospheric hazard: e.g. track of tropical cyclone. <p><i>For both hazards:</i></p> <ul style="list-style-type: none"> describe the impact of the hazard upon natural and human environments i.e. loss in terms of life, property and biodiversity describe and account for any relationship between the degrees of loss (i.e. life, property and biodiversity) and the proximity to the hazard i.e. spatial variations in relation to loss and distance to the hazard. 	<ul style="list-style-type: none"> using a systems model, describe the development and use of both resources i.e. inputs (physical and cultural), throughputs and outputs. Note: study of on-processing in other locations not in the area occupied by the resource is not required discuss how markets can change e.g. alternative technologies, globalisation and cultural attitudes discuss the impact of resource utilisation on the associated natural environment evaluate the extent to which these impacts have changed over time in Australia e.g. improved rehabilitation strategies and pollution controls. 	<ul style="list-style-type: none"> refer to a range of urban processes (i.e. urban sprawl, invasion and succession, blight and shadow, renewal, gentrification, consolidation, planning) to explain changes in interactions and patterns within Perth and the megacity outline and discuss the major urban problems (i.e. urban sprawl, slums and blight, water shortages, provision of services, traffic congestion, pollution, loss of amenity) which result from interactions and processes within Perth and the megacity assess the planning strategies and policies in addressing current urban problems within Perth and the megacity. 	<ul style="list-style-type: none"> explain the impact of climate change upon spatial patterns in the natural and cultural environments e.g. the distribution of plant and animal communities and the location of human settlement and land uses examine the impact of climate change upon the spatial patterns of agriculture or human settlements.

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		<p>topography as a result of fluvial action</p> <ul style="list-style-type: none"> • discuss the changing patterns of the cultural environment over time e.g. changes in settlement patterns, changes in agricultural patterns as a result of climate change • examine the current interactions and features within the region to assess its potential to attract increased numbers of people for tourism and/or employment. 				

Human influence on sustainability

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Factors that impact on decisions about sustainability	<ul style="list-style-type: none"> describe the economic, political and social factors that impact upon decisions about sustainability of the environment, biome or ecosystem. 	<ul style="list-style-type: none"> define the concept of sustainability outline a geographic issue pertinent to sustainable development of cultural and/or physical resources within the region describe the factors that impact upon the implementation of sustainable practice. 	<p><i>For both hazards:</i></p> <ul style="list-style-type: none"> explain the concept of risk assessment in terms of the following: <ul style="list-style-type: none"> loss i.e. potential loss of life, property and biodiversity vulnerability i.e. measure of an inability to cope with the hazard resilience i.e. capacity to recover from a hazard event adaptation i.e. change in behaviour to minimise future loss. 	<p><i>For one of the selected resource activities in Australia and the LDC:</i></p> <ul style="list-style-type: none"> describe the environmental, economic, political and social factors that affect the sustainability of the resource activity explain how environmental, economic, political and social factors impact upon the sustainability of the natural environment. 	<ul style="list-style-type: none"> explain the concept of sustainable planning and management and why such practices are important within Perth and the megacity discuss the key environmental, economic, social and political factors that impact on decisions about planning and management policies in Perth and the megacity identify the implications of these planning and management decisions for the attainment of sustainability in Perth and the megacity. 	<ul style="list-style-type: none"> outline the extent to which climate change impacts upon sustainability from local to global scales discuss the key environmental, economic, social and political factors that impact upon decisions about sustainability.
Values and viewpoints in people's use of places	<ul style="list-style-type: none"> identify and explain the different values and viewpoints (i.e. environmental, economic and social) that shape the human use of the selected environment, biome or ecosystem examine the impact of these values and viewpoints on the selected context/s. 	<ul style="list-style-type: none"> identify the stakeholders related to the geographic issue explain the views and attitudes of these stakeholders towards the issue explain how their views and attitudes have changed over time. 	<p><i>For both hazards:</i></p> <ul style="list-style-type: none"> identify the stakeholders affected by the hazard e.g. tsunamis would affect farmers, fishermen, settlements, tourist resorts, governments, relief agencies describe the values and viewpoints of stakeholders on recovery and adaptation (i.e. loss mitigation) to future hazard events in terms of modifying the: <ul style="list-style-type: none"> human vulnerability i.e. identify which groups of people are more susceptible to future loss e.g. coastal settlements along Sumatra's west coast and tsunamis loss burden i.e. the cost of loss mitigation e.g. international aid projects. 	<ul style="list-style-type: none"> identify the main stakeholders associated with resource utilisation e.g. farmers, mining companies, local residents, workers, conservationists explain how economic, political and social factors lead to different viewpoints and perspectives on sustainable practices examine the current views and attitudes of stakeholders towards the sustainable management of the resource activity and the associated natural environments. 	<ul style="list-style-type: none"> identify the key stakeholders in Perth and the megacity which need to be considered when strategies are proposed in relation to the urban problems discuss the views and attitudes of these stakeholders in response to strategies that apply sustainable practices to reduce the impact of urban problems. 	<ul style="list-style-type: none"> outline the different viewpoints which stakeholders have towards strategies that aim to minimise the effects of climate change e.g. wealthy nations, developing/emerging nations, state and regional governments, environmental groups, multinational corporations, non-government organisations.

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Care of places	<ul style="list-style-type: none"> outline the benefits of implementing sustainable practices within the selected context/s assess the extent to which current land use practices are sustainable within the selected context/s examine the ways humans care for the selected context/s assess the success of the measures taken to care for the selected environment, biome or ecosystem at risk. 	<ul style="list-style-type: none"> describe the various responses of stakeholders within the region towards the issue discuss the extent to which the various responses are likely to lead to sustainable management practices discuss the effects that increased flows of people for tourism and/or employment may have on sustainable management practices. 	<p><i>For both hazards:</i></p> <ul style="list-style-type: none"> explain how social, political and economic responses reduce loss and maintain sustainability in the region discuss the positive and negative impacts of these responses in terms of the effects on the natural and cultural environment describe the short-term rescue and relief measures taken by individuals, communities and governments describe the longer term reconstruction and restoration measures taken by individuals, communities and governments. 	<ul style="list-style-type: none"> discuss current management practices that affect sustainable resource utilisation evaluate the long-term sustainability of the resource activity and the associated natural environment evaluate current management practices associated with the natural environments. 	<ul style="list-style-type: none"> describe ways in which stakeholders in Perth and the megacity have planned and adapted their urban landscape to enhance sustainable management and planning practices evaluate the effectiveness of the practices implemented in Perth and the megacity evaluate the extent to which the planning practices implemented in Perth and the megacity reflect the principles of sustainability. 	<ul style="list-style-type: none"> discuss the current and proposed strategies implemented to reduce the adverse effects of climate change discuss how human activity has adapted or may be required to adapt to climate change.

Geographical thinking, skills and processes

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Geographical thinking and questioning	<ul style="list-style-type: none"> establish the purpose for the investigation identify and cluster ideas devise focus questions using a variety of questioning techniques identify observations, data and sources required for investigation identify factors affecting reliability of data use appropriate geographical language to identify and describe phenomena in the context of study. 	<ul style="list-style-type: none"> specify the purpose of investigations reflect on ideas to identify gaps, misconceptions, required new knowledge and challenges to perspectives develop questions that have a critical focus and use common terms of geographical discourse to more precisely identify and describe concrete aspects of what is to be investigated construct a search plan to locate sources of information gather a range of sources and allocate them according to particular tasks use appropriate geographical language to identify and describe phenomena in the context of study. 	<ul style="list-style-type: none"> clarify the specific purpose of an investigation formulate general research questions and, where appropriate, hypotheses develop focus questions which require identification of trends, analysis, critical evaluation and cause and effect construct a search plan to locate and identify the most suitable sources of information identify a range of sources of information and allocate them according to particular task/questions in the investigation use of geographical language to discuss phenomena and concepts about their spatial arrangement. 	<ul style="list-style-type: none"> decide on the aspects to be considered in an investigation formulate general and specific research questions and, where appropriate, hypotheses develop focus questions that require identification of trends, analysis, critical evaluation and cause and effect identify appropriate geographical methods and resources use geographical language to discuss theories about the formation of spatial patterns. 	<ul style="list-style-type: none"> devise research tasks using general and specific research questions and, where appropriate, hypotheses develop focus questions that explore different viewpoints and perspectives identify the most appropriate geographical methods use geographical language to examine and apply theories about spatial interactions. 	<ul style="list-style-type: none"> devise research tasks using general and specific research questions and, where appropriate, hypotheses develop focus questions that explore different viewpoints and perspectives identify the most appropriate geographical methods use geographical language to examine and apply theories about spatial interactions.
Geographical inquiry skills	<ul style="list-style-type: none"> use information obtained from a variety of maps (i.e. topographic maps, atlas maps, sketch maps and synoptic charts) and photographs (i.e. oblique, aerial and satellite) to identify, locate and describe natural and cultural landscape features and patterns of features (formal regions) use technology in a geographic context to represent and analyse geographical data 	<ul style="list-style-type: none"> use information obtained from a variety of maps (i.e. topographic maps, atlas maps, sketch maps, cadastral maps and street directory maps) and photographs (i.e. oblique, aerial and satellite) to identify and describe natural and cultural landscape features and patterns of features (formal regions) use technology in a geographic context to represent and analyse 	<ul style="list-style-type: none"> use information obtained from a variety of maps (i.e. topographic maps, atlas maps, sketch maps, and synoptic charts), photographs (i.e. oblique, aerial and satellite) field observations and satellite imagery to identify, locate and describe natural and cultural landscape features, patterns of features (formal regions) and interrelationships 	<ul style="list-style-type: none"> use information obtained from a variety of maps (i.e. topographic maps, atlas maps, sketch maps, and synoptic charts), photographs (i.e. oblique, aerial and satellite) and satellite imagery to identify, locate and describe natural and cultural landscape features, patterns of features (formal regions) and interrelationships between features independently select 	<ul style="list-style-type: none"> use information obtained from a variety of maps (i.e. topographic maps, atlas maps, sketch maps, cadastral maps, road maps and synoptic charts), photographs (i.e. oblique, aerial and satellite) and satellite imagery to identify, locate and describe natural and cultural landscape features, patterns of features (formal regions), interrelationships between features and 	<ul style="list-style-type: none"> use information obtained from a variety of maps (i.e. topographic maps, atlas maps, sketch maps, cadastral maps, road maps and synoptic charts), photographs (i.e. oblique, aerial and satellite) and satellite imagery to identify, locate and describe natural and cultural landscape features, patterns of features (formal regions), interrelationships between features and

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	<ul style="list-style-type: none"> identification, selection and synthesis of information from a variety of sources and perspectives identification of links between cause and effect. 	<p>geographical data</p> <ul style="list-style-type: none"> identify and interpret trends in longitudinal data for a particular context draw conclusions supported by patterns evident in the data. 	<p>between features</p> <ul style="list-style-type: none"> use of technology in a geographic context to represent and analyse geographical data process and interpret trends in longitudinal data for a particular context draw conclusions supported by patterns evident in the data. <p>The skills listed below are in addition to the core skills, which students develop in Units 1A–3B.</p> <p>Generic mapping skills:</p> <ul style="list-style-type: none"> general compass directions (16 points) and bearings, given the north point identify that a line scale and a representative fraction are the two main ways of showing the scale of maps convert a representative fraction into a written statement or a line scale apply the map scale to basic calculations i.e. determining the time taken to cover a distance given the speed of a moving object (time, speed, distance), calculating the approximate area of features. <p>Thematic mapping skills:</p> <ul style="list-style-type: none"> identify and interpret location quotient maps and proportional circle maps. <p>Topographic maps:</p> <ul style="list-style-type: none"> general compass 	<p>appropriate data sources and recording techniques for an argument or viewpoint</p> <ul style="list-style-type: none"> recognise inconsistencies in data and suggest improvements refine and organise information to support the needs of a research topic interpret information obtained from a variety of maps, images, photographs, graphs, tables and diagrams to identify interrelationships between elements described in the data. <p>The skills listed below are in addition to the core skills, which students develop in Units 1A–3B.</p> <p>Generic mapping skills:</p> <ul style="list-style-type: none"> general compass directions (16 points) and bearings given the north point identify that a line scale and a representative fraction are the two main ways of showing the scale of maps convert a representative fraction into a written statement or a line scale apply the map scale to basic calculations i.e. determining the time taken to cover a distance given the speed of a moving object (time, speed, distance); calculating the approximate area of features. 	<p>spatial interaction between features (functional regions)</p> <ul style="list-style-type: none"> assess data and information for bias, viewpoint, values, importance and reliability and draw inferences from this refine and organise information to support the needs of the investigation interpret information obtained from a variety of maps, images, photographs, graphs, tables and diagrams to identify and account for interrelationships and likely processes between elements described in the data understand the connectedness between ideas shown and elaboration of ideas justify attitudes and opinions in the context of events and time periods. <p>The skills listed below are in addition to the core skills, which students develop in Units 1A–3B.</p> <p>Generic mapping skills:</p> <ul style="list-style-type: none"> general compass directions (16 points) and bearings, given the north point identify that a line scale and a representative fraction are the two main ways of showing the scale of maps convert a representative fraction into a written statement 	<p>spatial interaction between features (functional regions)</p> <ul style="list-style-type: none"> assess data and information for bias, viewpoint, values, importance and reliability and draw inferences from this refine and organise information to support the needs of the investigation interpret information obtained from a variety of maps, images, photographs, graphs, tables and diagrams to identify and account for interrelationships and likely processes between elements described in the data understand the connectedness between ideas shown and elaboration of ideas justify attitudes and opinions in the context of events and time periods. <p>The skills listed below are in addition to the core skills, which students develop in Units 1A–3B.</p> <p>Generic mapping skills:</p> <ul style="list-style-type: none"> general compass directions (16 points) and bearings, given the north point identify that a line scale and a representative fraction are the two main ways of showing the scale of maps convert a representative fraction into a written statement

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			<p>directions (16 points) and bearings on the topographic map, given the north point</p> <ul style="list-style-type: none"> calculate the average gradient of slopes using the map scale and height information from contours and spot heights to express the gradient as a ratio of change in height to horizontal displacement. <p>Photographs and satellite imagery:</p> <ul style="list-style-type: none"> use evidence from various photographic products to suggest likely processes that may account for physical and cultural features. <p>Statistical skills:</p> <ul style="list-style-type: none"> read and interpret statistical information where appropriate i.e. graphs and tables. <p>Information and communications technology:</p> <ul style="list-style-type: none"> read online or CD-based data sets and maps to interpret spatial patterns. 	<p>Thematic mapping skills:</p> <ul style="list-style-type: none"> identify and interpret location quotient maps and proportional circle maps. <p>Topographic maps:</p> <ul style="list-style-type: none"> general compass directions (16 points) and bearings on the topographic map, given the north point calculate the average gradient of slopes using the map scale and height information from contours and spot heights to express the gradient as a ratio of change in height to horizontal displacement. <p>Photographs and satellite imagery:</p> <ul style="list-style-type: none"> use evidence from the photographs to suggest likely processes that may account for physical and cultural features. <p>Statistical skills:</p> <ul style="list-style-type: none"> read and interpret statistical information where appropriate i.e. data graphs and tables. <p>Information and communications technology:</p> <ul style="list-style-type: none"> read online or CD-based data sets and maps to interpret spatial patterns. 	<p>or a line scale</p> <ul style="list-style-type: none"> apply the map scale to basic calculations i.e. determining the time taken to cover a distance given the speed of a moving object (time, speed, distance); calculating the approximate area of features. <p>Thematic mapping skills:</p> <ul style="list-style-type: none"> identify and interpret location quotient maps and proportional circle maps. <p>Topographic maps:</p> <ul style="list-style-type: none"> calculate the average gradient of slopes, using the map scale and height information from contours and spot heights to express the gradient as a ratio of change in height to horizontal displacement. <p>Photographs and satellite imagery:</p> <ul style="list-style-type: none"> use evidence from the photographs to suggest likely processes that may account for physical and cultural features. <p>Statistical skills:</p> <ul style="list-style-type: none"> understand and apply measures of statistical correlation between at least two variables i.e. tables, graphs and interpreting the correlation coefficient. <p>Information and communications technology:</p>	<p>or a line scale</p> <ul style="list-style-type: none"> apply the map scale to basic calculations i.e. determining the time taken to cover a distance given the speed of a moving object (time, speed, distance); calculating the approximate area of features. <p>Thematic mapping skills:</p> <ul style="list-style-type: none"> identify and interpret location quotient maps and proportional circle maps. <p>Topographic maps:</p> <ul style="list-style-type: none"> calculate the average gradient of slopes, using the map scale and height information from contours and spot heights to express the gradient as a ratio of change in height to horizontal displacement. <p>Photographs and satellite imagery:</p> <ul style="list-style-type: none"> use evidence from the photographs to suggest likely processes that may account for physical and cultural features. <p>Statistical skills:</p> <ul style="list-style-type: none"> understand and apply measures of statistical correlation between at least two variables i.e. tables, graphs and interpreting the correlation coefficient. <p>Information and communications technology:</p>

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					<ul style="list-style-type: none"> • read online or CD-based data sets and maps to interpret spatial patterns • identify and collect spatial data, and understand the application of GIS methods to the development of maps, graphs and models. 	<ul style="list-style-type: none"> • read online or CD-based data sets and maps to interpret spatial patterns • identify and collect spatial data and understand the application of GIS methods to the development of maps, graphs and models.
Forms of geographical communication	<ul style="list-style-type: none"> • use geographical language appropriate to learning contexts through forms of communication (e.g. oral and written reports, graphs and models), common geographical terminology (e.g. place, space, pattern, process, scale and names of landform features) and planning for appropriate action such as a goal-based task, performance or visual display • use of information acquired through investigation to communicate informed judgements. 	<ul style="list-style-type: none"> • develop the use of geographical language appropriate to learning contexts e.g. by discussing journeys to work in terms of distance, direction, mode of transport, time taken for journeys, transport routes and destinations • report geographical information using suitable methods of visual representation (e.g. written, digital, table, graph, map and diagram) to convey the appropriate message to an audience. 	<ul style="list-style-type: none"> • use appropriate geographical discourse to communicate information and draw conclusions, including when analysing viewpoints for accuracy, bias and omission • use a variety of combinations of verbal, numerical and visual forms of representing data when processing, translating and communicating geographical information. 	<ul style="list-style-type: none"> • use appropriate geographical language to communicate information and draw conclusions, including when analysing viewpoints for accuracy, bias and omission • use a variety of combinations of verbal, numerical and visual forms of representing data when processing, translating and communicating geographical information. 	<ul style="list-style-type: none"> • use of geographical language including presenting an argument (exposition) that includes justifying personal stances that considers the range of viewpoints and evidence presented by others • use a variety of combinations of verbal, numerical and visual forms of representing data when processing, translating and communicating geographical information • examine own values position inherent in represented viewpoint and analysing the values position of others • predict consequences, make decisions and propose solutions, selecting communication forms appropriate to potential strategies, solutions and audience. 	<ul style="list-style-type: none"> • use of geographical language including presenting an argument (exposition) that includes justifying personal stances that considers the range of viewpoints and evidence presented by others • use a variety of combinations of verbal, numerical and visual forms of representing data when processing, translating and communicating geographical information • examine own values position inherent in represented viewpoint and analysing the values position of others • predict consequences, make decisions and propose solutions, selecting communication forms appropriate to potential strategies, solutions and audience.